DOCUMENT RESUME

ED 364 575 TM 020 795

TITLE	Kansas Quality Performance Accreditation: A Dynamic, Changing Plan for Living, Learning and Working in an International Community. Revised.
INSTITUTION	Kansas State Board of Education, Topeka.
PUB DATE	Jul 93
NOTE	50p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Academic Achievement; Academic Standards; *Accreditation (Institutions); Community Involvement; Curriculum Development; Educational Assessment; Educational Environment; Educational Improvement; Educational Planning; Elementary Secondary Education; *Evaluation Methods; Inservice Teacher Education; Institutional Characteristics; Outcomes of Education; *School Effectiveness; *State Programs; Student Evaluation
IDENTIFIERS	Kansas; *Performance Based Evaluation; Quality Performance Accreditation

ABSTRACT

The Kansas State Board of Education's Quality Performance Accreditation system is described. Unlike past accreditation methods, which focused on the facilities or institutional characteristics, Quality Performance Accreditation accredits schools based on student performance. Through the accreditation process, the state will establish the same high expectations for every school in Kansas. There are five basic principles: (1) focus on effective schools; (2) emphasis on creating a learning environment; (3) staff training and retraining; (4) emphasis on high academic performance; and (5) meeting world class standards using integrated curricular instruction. Because the Board of Education realizes that parents and the community know what addresses their own areas of concern, the accreditation process calls for numerous outcomes and indicators to be established locally. Cyclical steps to be followed by each district and school begin with a 4-year strategic plan and the development of a building profile. After the mission is established, student exit outcomes and school improvement plan outcomes are set. As the school improvement plan is implemented, evaluation is a necessary component. On-site visits by the state Quality Performance Accreditation Team in the second and fourth years of the process are an integral part of the accreditation process. (SLD)

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Kansas Quality Performance Accreditation

ED 364 575

A Dynamic, Changing Plan for Living, Learning and Working in an International Community.

Kansas State Board of Education
March 12, 1991

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July, 1993

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Kansas State Board of Education

120 S.E. 10th Avenue, Topeka, Kansas 66612-1182

July 1993

TO: The Parents and Educators of Kansas

FROM: Lee Droegemueller, Commissioner of Education

The Kansas State Board of Education's Quality Performance Accreditation system is described in this document. Through the cooperative efforts of parents, other community members, teachers, and administrators, this system will be used to improve the academic performance of Kansas students and to make our schools better places in which to learn.

This July, 1993, edition of the program places the expected outcomes in a different order than they were previously, but their implications remain largely unchanged. The language used throughout the publication is intended to be more easily understood, however, and only required indicators are included. It is important to note that while schools must annually collect data related to each of the outcomes and indicators, they are not expected to develop improvement plans for all outcomes at once or even during a single four-year accreditation cycle. Through local decision-making, involving school site councils and other school and community persons, each school will decide in its local community which areas to target during a four-year period for continuous improvement of student academic performance.

Lee Droegemueller
Commissioner
(913) 296-3201

INTRODUCTION

An historical look at Kansas education

Over the years, Kansans have been proud to boast of the quality of education students have received in their state. Kansas students ranked high in academic achievement when compared to their counterparts in other states. Our goals were that students: develop a knowledge of basic concepts; learn to interact successfully in society; and acquire the skills needed for a profession following their years in the classroom. Are these goals sufficient for today? Perhaps not -- not if we want to remain internationally competitive.

Our communities and the world around us have changed. With that change, Kansans have seen dramatic improvements in technology, business and communications. These changes have affected virtually everyone. Unfortunately, Kansas schools have not advanced to keep pace. Therefore, our students' education is not fully preparing them for the vastly complex, high-speed and high-tech international environment awaiting them.

Unless Kansans want to maintain the status quo and lag behind the improvements in the world around us, schools must change. The Kansas State Board of Education agrees. To prepare students to be society's leaders for tomorrow, education must be restructured to include the new knowledge, skills and behaviors necessary for the twenty-first century.

Continuous improvement: Quality Performance Accreditation

Acting on their commitment to quality education, the State Board of Education began its improvement process in 1989 when it adopted its strategic directions aimed at providing the framework for quality instruction for Kansas school children. The strategic directions then became the launching pad for the Quality Performance Accreditation process.

Quality Performance Accreditation is an exciting direction for Kansas schools which focuses on the continual improvement of students' academic performance. Unlike past accreditation methods which focused on such things as the number of books in a library or the square footage of buildings, Quality Performance Accreditation accredits schools based on student performance. This is called outcomes-based accreditation. Simply put, a school's quality will be judged by how well all of its students are performing and their continual academic improvement. One of the most refreshing philosophies driving Quality Performance Accreditation is that it moves beyond the "pass/fail" mentality and enables students to celebrate their own progress wherever they are in the learning spectrum. The major focus of Quality Performance Accreditation is the improvement of student academic performance. The program was not designed, nor was it ever intended, to alter individual moral or religious beliefs.

Through local input and Quality Performance Accreditation, the State Board of Education will establish the same high expectations for each school in Kansas. This will ultimately assure that every future Kansas high school graduate will have a demonstrated mastery of world class standards.

Academic skills are basic to Quality Performance Accreditation
Students will learn basic skills by exploring how to apply them in routine daily situations through problem solving, creative thinking and communication. These new skills are what educators commonly refer to as complex thinking skills and are what employers are demanding today. Practicing this successful hands-on approach will help Kansas students compete in the job market with students from other states and nations. Using newly established high academic standards and improved curriculum will ensure that Kansas students are well-equipped to tackle the challenges of the twenty-first century.

The successful Quality Performance Accreditation program can be categorized into five basic components. They are:

• **A focus on the effective schools principles.** This means educators will: place a high priority on creating a safe and orderly environment in the schools; build a climate of high expectations for success for all students; commit to developing higher quality of instructional leadership; develop a clear and focused school mission; frequently monitor students' progress for success; and dedicate themselves to building better, positive home/school relations. Using these principles, schools can serve communities and students better while ensuring that no children "fall through the cracks."

• **Emphasis on creating a learning community.** Educators realize that educating the children of their community involves more than just the instruction and support students receive while at school. To help each child reach his or her potential, schools need the help of their community which includes parents, grandparents, businesses, churches and local citizens. Schools, in effect, must be given to the community to be successful. And schools must continually serve that same community -- whether they are K-12 or way beyond.

• **Staff training and retraining.** Educators can't be expected to do the best possible job of teaching unless they are consistently exposed to the latest educational research and instructional developments and then given the chance to incorporate those improvements into their classes. Researchers are learning more each day about children's different learning styles and how teachers can adapt their teaching styles to reach all students.

• **Emphasis on high academic performance.** In addition to having high academic performance expectations in communications, mathematics, science and social studies, Quality Performance Accreditation calls for skills in these subjects to be applied through problem solving, teamwork and creative thinking. Using and applying these complex thinking skills, students will become well-rounded and productive citizens.

• **Meet world class standards using integrated curricular instruction.** This means students learn more about each subject area by incorporating a variety of subjects into each lesson. For example, students may learn about planting a garden by: studying types of soil and seeds (science); determining the appropriate size of the garden (math); charting growth rates (math); and determining how their crops can be used (reading and social studies). Simply put, no subject area in today's world can stand alone. Learning can not be confined to the page or paper and pencil. Education research shows that applied learning is much more effective than the way we used to teach subject areas in isolation.

The importance of the process

It is also important to remember that simply establishing the goal of improved student performance will not guarantee its achievement. The process used to reach the goal is equally as important as the goal itself. Therefore the Quality Performance Accreditation outcomes and indicators have been established to ensure a successful process for all Kansas schools.

The Kansas State Board of Education has established benchmarks so schools can determine how well instruction is helping students progress through the learning phases. This different approach is beneficial because students are not measured against each other. Rather, the emphasis is on the school's responsibility to create a supportive and enriching environment where each student progresses according to his or her ability.

One of the greatest strengths of the Quality Performance Accreditation process is the focus on local control. The Kansas State Board of Education realizes parents and community members know what is best for the students in their community and how to address its unique areas of concern. As a result, the Quality Performance Accreditation process calls for numerous outcomes and indicators to be established locally. Local citizens will continually be involved and informed about the education process and the progress of students' performance.

The Commitment of the State Board of Education

The Kansas State Board of Education stands ready to assist schools in their school improvement programs and pledges to break down unneeded bureaucratic barriers blocking quality education. The State Board of Education is proud to join all Kansans in this motivating process. Understanding that the process must remain flexible, the State Board will meet future improvements with enthusiasm and revisions will be made to further academic achievement. Using Quality Performance Accreditation and working together, Kansas will accommodate the learning needs of all students to reach world class standards.

QUALITY PERFORMANCE ACCREDITATION IMPLEMENTATION SCHEDULE

As recommended by the State Board of Education's Outcomes Accreditation Task Force, and as required by Kansas law, the Quality Performance Accreditation system will be phased in throughout all school districts in Kansas over a five-year period. The program will be phased in as follows:

1990-91	Awareness and Planning Development of Assessments and Guidelines for State Indicators
1991-92	50 Districts Volunteer to Implement the Process and Begin the 4-Year Cycle Awareness and Planning
1992-93	100 Additional Districts Begin the Process Awareness and Planning
1993-94	100 Additional Districts Begin the Process Awareness and Planning
1994-95	All Remaining Districts Begin the Process Awareness and Planning Original 50 Districts Complete the First 4-Year Accreditation Cycle
1995-96	All Remaining Schools Begin the Process

The intent of the Quality Performance Accreditation system is to assist in developing high performance schools that produce superior learners who can live, learn, and work in a competitive, international community. Further information may be obtained by contacting Dr. Sharon Freden, Assistant Commissioner, Kansas State Board of Education, 120 SE 10th Avenue, Topeka, KS 66612-1182 (913/296-2303).

Quality Performance Accreditation

The accreditation of schools has a mission of improvement of school and student performance. The focus of improvement is academic achievement. However, accomplishment of academic achievement cannot be attained by emphasis on student learning outcomes alone. A comprehensive "outcomes" process will have the school and the student be part of a dynamic community, which has as its mission lifelong learning for a competitive international community. Students must have skills such as learning to learn, communicating, complex thinking, problem solving, goal setting, teamwork, and organizational effectiveness, in addition to the traditional essential skills, if they are to be the superior learners we need for Kansas.

In order to accomplish this mission, the Kansas State Board of Education has identified five areas for Quality Performance Accreditation. These are:

1. School and district outcomes related to the process of continuous improvement.

2. Community-based programs/the learning community concept.

3. Human resource development/staff training and retraining.

4. World class standard of academic performance through mastery of essential skills.

5. World class standard of academic performance through an integrated curricular approach.

DEFINITIONS

Outcomes Accreditation:	standards and procedures used to declare a school and/or district has met program specifications in terms of identified outcomes.
Outcomes-Based Education:	education in which focusing and organizing all of the school's programs and instructional efforts emphasize clearly-defined outcomes that all students must demonstrate when they exit.
State Indicators:	those indicators developed and written by the Kansas State Board of Education and required of local districts and schools, with data defined by the State.
Local Required Indicators:	those indicators developed and written by the State, with data defined locally.
Local Optional Indicators:	those indicators developed and written by local districts and schools and used at the discretion of local districts and schools.

REPORTING MODEL

Outcome:	statement of agreed-upon results for student or school performance as evidenced by multiple indicators.

Standard: clearly defined statement specifying knowledge, skills, and behaviors, the achievement of which moves the student toward the expected outcomes; as compared to proficiency level, which refers to categories reflecting or describing a broad range of performance along a scale.

Indicator: one measurement of the status of the standard. An indicator must have the qualities of:

1. being reliable, valid statistic or information,
2. measured over time,
3. having policy implications, and
4. understood by a broad audience.

Set of Indicators: combination of indicators which, together, provide a description of the system.

SCHOOL/DISTRICT PROCESS OUTCOMES

PROCESS OUTCOME RELATED TO THE PROCESS OF CONTINUOUS IMPROVEMENT

PROCESS OUTCOME I	STANDARDS	INDICATORS
Each school and district will implement and practice effective schools principles and procedures as evidenced by the following standards:	A. Establish and maintain high expectation for student learning.	Local Required Indicators: 1. Each school/district will have grade level and/or course outcomes and related assessments which are aligned with its academic focus and mission. 2. Schools will increase or maintain a high student graduation rate. 3. Schools will decrease or maintain a low student dropout rate. 4. Schools will increase or maintain a high student attendance rate.
	B. Continuously monitor student learning/achievement as a basis for program evaluation.	Local Required Indicators: 1. Schools will use technology to monitor student progress and to enhance learning. 2. Schools will conduct one- and six-year follow-ups of all graduating students to assess how effective the school was in (a) meeting its mission and (b) progressing toward or maintaining a high percentage of satisfaction with student education.

PROCESS OUTCOME I	STANDARDS	INDICATORS
		Local Required Indicators:
	C. Provide a safe and orderly environment conducive to learning.	1. Schools will demonstrate a decrease in or maintain a low number of discipline referrals, out-of-school suspensions, and/or expulsions.
		2. Schools will demonstrate a decrease in or maintain a low number of incidences of crime and violent acts committed against students and teachers.
		Local Required Indicators:
	D. Have instructional leaders who pay particular attention to teaching and learning which result in improved student performance.	1. Each school/district will have grade level and/or course outcomes and related assessments which are aligned with its academic focus and mission.
		2. Schools will use technology to monitor student progress and to enhance learning.
		3. Schools will demonstrate a decrease in or maintain a low number of discipline referrals, out-of-school suspensions, and/or expulsions.
		4. Schools will demonstrate a decrease in or maintain a low number of incidences of crime and violent acts committed against students and teachers.

PROCESS OUTCOME I	STANDARDS	INDICATORS
		5. Schools will increase or maintain a high student graduation rate.
		6. Schools will decrease or maintain a low student dropout rate.
		7. Schools will conduct one- and six-year follow-ups of all graduating students to assess how effective the school was in (a) meeting its mission and (b) progressing toward or maintaining a high percentage of satisfaction with student education.
		8. Schools will increase or maintain a high student attendance rate.
		Local Required Indicators:
	E. Have a broadly understood academic focus and school mission which prepares students to live, learn, and work in an international community.	1. Each school/district will have grade level and/or course outcomes and related assessments which are aligned with its academic focus and mission.
		2. Each school will develop a Quality Performance Accreditation steering team to provide leadership in initiating, managing, and facilitating the collaborative process of school improvement.
		Local Optional Indicator:
		Schools and districts may establish local indicators for any of the standards.

PROCESS OUTCOME RELATED TO COMMUNITY-BASED PROGRAMS/THE LEARNING COMMUNITY CONCEPT

PROCESS OUTCOME II	STANDARDS	INDICATORS
Each school and district will work collaboratively with its community to create a learning community as evidenced by the following standards:	A. Each school will have a broad-based site council that is responsible for providing advice and counsel in evaluating state, school district, and school site performance goals and objectives and in determining the methods that should be employed at the school site to meet these goals and objectives.	
		Local Required Indicator:
	B. Show a commitment to school readiness.	Schools will demonstrate participation in community-based activities designed to increase the proportion of children who enter the primary grades ready to learn.
		Local Required Indicator:
	C. Integrate social services with school services.	Schools will demonstrate that they are integrated into a communitywide effort to assist all learners.
		Local Required Indicator:
	D. Offer opportunities for lifelong learning.	Schools will demonstrate an increased community participation in adult education activities.

PROCESS OUTCOME II	STANDARDS	INDICATORS
	E. Commit adequate resources.	Local Required Indicator: Schools and districts will demonstrate effectiveness of available resources, such as adequate time, human resources, and others to support implementation of the school improvement plan. Local Optional Indicator: Schools and districts may establish local indicators for any of the standards.

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PROCESS OUTCOME RELATED TO HUMAN RESOURCE DEVELOPMENT/ STAFF TRAINING AND RETRAINING

PROCESS OUTCOME III	STANDARDS	INDICATORS
		Local Required Indicator:
Each school and district will demonstrate effective staff development as evidenced by the following standards:	A. Develop and implement an ongoing staff development plan aligned with the mission, academic focus, and school improvement plan.	Schools will demonstrate use of results-based staff development action plans consistent with the school improvement plan and/or the school academic focus.
	B. Support the district and school missions and improvement plans as evidenced by staff participation in staff development activities.	
		Local Required Indicator:
	C. Demonstrate teachers' skills in effective instructional strategies.	Schools will demonstrate an increased implementation rate for those strategies and skills in which teachers received staff development training.
		Local Required Indicator:
	D. Demonstrate students' successes.	Schools will demonstrate that graduates have improved behaviors and skills as required to compete in an international marketplace.
		[redacted]
		Schools and districts will establish local indicators for each of the standards.

STUDENT OUTCOMES

STUDENT OUTCOME RELATED TO A WORLD CLASS STANDARD OF ACADEMIC PERFORMANCE THROUGH MASTERY OF ESSENTIAL SKILLS

STUDENT OUTCOME I	STANDARDS	INDICATORS
All students will demonstrate in academic and applied situations a high level of mastery of essential skills as evidenced by the following standards:		Local Required Indicators:
	A. Read and comprehend a variety of resources.	1. Schools will develop and maintain a student improvement plan through appropriate intervention strategies for individual students who are deficient in the mastery of areas related to school academic focus.
		2. Achievement will increase across all student groups as demonstrated through the use of multiple assessment techniques aligned with the local integrated curriculum and will be reported annually to the local board of education.
		Local Required Indicators:
	B. Communicate clearly, both orally and in writing, for a variety of purposes and audiences.	1. Schools will develop and maintain a student improvement plan through appropriate intervention strategies for individual students who are deficient in the mastery of areas related to school academic focus.

STUDENT OUTCOME I	STANDARDS	INDICATORS
		2. Achievement will increase across all student groups as demonstrated through the use of multiple assessment techniques aligned with the local integrated curriculum and will be reported annually to the local board of education.
		Local Required Indicators:
	C. Use mathematics and mathematical principles.	1. Schools will develop and maintain a student improvement plan through appropriate intervention strategies for individual students who are deficient in the mastery of areas related to school academic focus.
		2. Achievement will increase across all student groups as demonstrated through the use of multiple assessment techniques aligned with the local integrated curriculum and will be reported annually to the local board of education.
		Local Required Indicators:
	D. Access and use information.	1. Schools will develop and maintain a student improvement plan through appropriate intervention strategies for individual students who are deficient in the mastery of areas related to school academic focus.

2. Achievement will increase across all student groups as demonstrated through the use of multiple assessment techniques aligned with the local integrated curriculum and will be reported annually to the local board of education.

Local Optional Indicator:

Schools and districts may develop local indicators for any of the standards.

STUDENT OUTCOMES RELATED TO A WORLD CLASS STANDARD OF ACADEMIC PERFORMANCE THROUGH AN INTEGRATED CURRICULAR APPROACH

STUDENT OUTCOME II	STANDARDS	INDICATORS
		State Indicator:
All students will demonstrate effective communication skills as evidenced by the following standards:	A. Analyze, summarize, and comprehend what is read in all subject areas.	**Achievement will increase or high performance levels will be maintained across all student groups on the related State assessments; for example, the reading, writing, and oral portions of the State communications assessment and communications components of the state mathematics, social studies, and science assessments.**
		Local Required Indicator:
		Achievement will increase or high performance levels will be maintained across all student groups as demonstrated through the use of multiple assessment techniques aligned with the local integrated curriculum.
		State Indicator:
	B. Write and orally communicate for: 1. clear articulation, 2. analysis, 3. conceptualization, 4. synthesis, and 5. summarization of information.	Achievement will increase or high performance levels will be maintained across all student groups on the related State assessments; for example, the reading, writing, and oral portions of the State communications assessment and communications components of the state mathematics, social studies and science assessments.

STUDENT OUTCOME II

STANDARDS

INDICATORS

Local Required Indicator:

Achievement will increase or high performance levels will be maintained across all student groups as demonstrated through the use of multiple assessment techniques aligned with the local integrated curriculum.

Local Optional Indicator:

Schools and districts may establish local indicators for either of the standards.

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STUDENT OUTCOME III	STANDARDS	INDICATORS
All students will demonstrate complex thinking skills in academic and applied situations as evidenced by the following standards:	A. Apply problem-solving skills.	State Indicator: Achievement will increase or high performance levels will be maintained across all student groups on the related components of the State mathematics, communications, social studies, and science assessments. Local Required Indicators: 1. Achievement will increase or high performance levels will be maintained across all student groups as demonstrated through the use of multiple assessment techniques aligned with the local integrated curriculum. 2. The number of students successfully completing courses in advanced mathematics and science as well as other advanced courses offered will increase or high performance levels will be maintained across all student groups. 3. The number of students successfully demonstrating mastery of algebraic concepts and skills on local curriculum measures will increase or high performance levels will be maintained across all student groups.

STUDENT OUTCOME III	STANDARDS	INDICATORS
		State Indicator:
	B. Find information; process, analyze, and synthesize it; and apply it to new situations.	Achievement will increase or high performance levels will be maintained across all student groups on the related components of the State mathematics, communications, social studies, and science assessments.
		Local Required Indicators:
		1. Achievement will increase or high performance levels will be maintained across all student groups as demonstrated through the use of multiple assessment techniques aligned with the local integrated curriculum.
		2. The number of students successfully completing courses in advanced mathematics and science as well as other advanced courses offered will increase or high performance levels will be maintained across all student groups.
		3. The number of students successfully demonstrating mastery of algebraic concepts and skills on local curriculum measures will increase or high performance levels will be maintained across all student groups.

STUDENT OUTCOME III	STANDARDS	INDICATORS
	C. Use creative, imaginative, and divergent thinking to formulate and solve problems, and to communicate the results.	State Indicator: Achievement will increase or high performance levels will be maintained across all student groups on the related components of the State mathematics, communications, social studies, and science assessments. Local Required Indicators: 1. Achievement will increase or high performance levels will be maintained across all student groups as demonstrated through the use of multiple assessment techniques aligned with the local integrated curriculum. 2. The number of students successfully completing courses in advanced math and science as well as other advanced courses offered will increase or high performance levels will be maintained across all student groups. 3. The number of students successfully demonstrating mastery of algebraic concepts and skills on local curriculum measures will increase or high performance levels will be maintained across all student groups. Local Optional Indicator: Schools and districts may establish local indicators for any of the standards.

STUDENT OUTCOME IV	STANDARDS	INDICATORS
All students will demonstrate the necessary characteristics to work effectively both independently and in groups as evidenced by the following standards:	A. Work collaboratively in teams.	State Indicator: Achievement will increase or high performance levels will be maintained across all student groups on the interpersonal communications skills portion of the State communications assessment. Local Required Indicators: 1. Student self-concept, adaptability/flexibility, interpersonal, and negotiation skills necessary for teamwork will improve or high performance levels will be maintained across all student groups. 2. Students' understanding and respect for their own culture as well as for the cultural diversity of this country will improve or high performance levels will be maintained across all student groups. 3. Achievement will increase or high performance levels will be maintained across all student groups as demonstrated through the use of multiple assessment techniques aligned with the local integrated curriculum.

STUDENT OUTCOME IV	STANDARDS	INDICATORS
	B. Work together without prejudice, bias, or discrimination, using techniques to separate people from problems, focusing on interests not positions, inventing options for mutual gain, and using objective criteria.	State Indicator: Achievement will increase or high performance levels will be maintained across all student groups on the interpersonal communications skills portion of the State communications assessment. Local Required Indicators: 1. Student self-concept, adaptability/flexibility, interpersonal, and negotiation skills necessary for teamwork will improve or high performance levels will be maintained across all student groups. 2. Students' understanding and respect for their own culture as well as for the cultural diversity of this country will improve or high performance levels will be maintained across all student groups. 3. Achievement will increase or high performance levels will be maintained across all student groups as demonstrated through the use of multiple assessment techniques aligned with the local integrated curriculum. Local Optional Indicator: Schools and districts may establish local indicators for either of the standards.

STUDENT OUTCOME V	STANDARD	INDICATORS
All students will demonstrate physical and emotional well-being as evidenced by the following standard:	A. Have the knowledge, skills, and behaviors essential to live a healthy and productive life.	Local Required Indicators: 1. The number of students demonstrating mastery of a locally-developed, comprehensive human sexuality and AIDS curriculum (as referenced in State Board Regulation 91-31-3g) will increase or be maintained at high levels across all student groups. 2. The number of students successfully demonstrating mastery of the local integrated curriculum which prepares them for healthy living will increase or be maintained at high levels across all student groups. 3. Schools and districts will establish local indicators.

KANSAS QUALITY PERFORMANCE ACCREDITATION SCHOOL IMPROVEMENT PROCESS

The school improvement process is the basis for improving Kansas schools under the Quality Performance Accreditation system. Local education agencies have the latitude to investigate a variety of systems/models and to adopt/adapt/create one that fits their unique needs. This process is to focus on the achievement of Kansas students, ensuring equitable, individualized learning opportunities that meet both the unique and shared needs of all students, including all students of diverse population groups.

The Quality Performance Accreditation school improvement process contains a number of cyclical, nonlinear steps. Several steps can occur simultaneously. As with any dynamic system, an important attribute of the process is a feedback loop for current data and information. Continual feedback of information, transformed into knowledge, provides stability, guidance, growth, and intelligence to the system. It allows for current data and information to be used for reassessing the mission statement, updating the school status profile, evaluating progress toward implementing and achieving targeted outcomes, identifying new target areas for improvement, updating the school improvement plan, and communicating progress with the public. Current information can also be the basis for celebrating successes.

The following cyclical steps are to be addressed in the school improvement process used by each school:

Getting Started

- Each district/school will develop a four-year strategic plan for implementing the school improvement process, which might include:
  - phasing buildings into the Quality Performance Accreditation system
  - clarifying the decision-making process; i.e., district steering team, building-level teams, delegation of authority, and role expectations
  - establishing school site councils and their relationship to building-level teams
  - planning for development of student exit outcomes
  - aligning curriculum (based on exit outcomes)
  - establishing a staff development structure
  - identifying the school improvement model to be followed
  - developing the district mission statement
  - ensuring that the learning needs of all district students from all diverse population groups are included in all programming decisions

- Each district/school will educate and orient the total community to the overall Quality Performance Accreditation process.

- Each district/school will develop the ownership, commitment, and involvement of students, parents, community, school staff, and the local board of education to the school improvement process as well as engage in informational and communication activities with the total community.

- Each district/school will develop a Quality Performance Accreditation district/school steering team to provide leadership in initiating, managing, and facilitating the collaborative process of school improvement.

Developing a Building Profile

- Each school will collect baseline data related to State, district, and local outcomes. Data collected might include indicators of:
  - student learning outcomes
  - student behavior
  - effective instructional practices
  - school climate
  - parent and community involvement
  - staff development priorities

- Schools are required to collect data only on those State and local required indicators as identified on pages 7–23.

- Each school will disaggregate all relevant data according to the following identified student subpopulations:
  - gender
  - race
  - socioeconomic status
  - others identified as pertinent to local student population

- Each school will create a building profile, describing collected baseline data related to State Board of Education outcomes, any local outcomes, and any additional data specific to the school's need.

- Each school will transform data and information into knowledge by analyzing and interpreting the needs assessment results. This action ensures that the identified strengths and areas for improvement in the assessment lead to correct conclusions. As a result of analysis, outcomes will be prioritized for improvement.

- Schools will target the outcomes which will receive immediate action based upon local needs and resources. Student performances in mathematics and reading, as they are addressed in Student Outcomes II and III, must be included in outcomes targeted for action.

Establishing the Mission

- Each school will develop a mission statement which states the purpose of the organization, defines its chief function, justifies its existence, and identifies the clientele served. The mission drives the outcomes and is determined through community needs assessment/analysis.

- Each school will document the involvement and support of the community in establishing the mission.

- Each school will present evidence that its mission is utilized in determining the school improvement process.

- If a mission statement already exists, each school will establish procedures for the review/revision of such mission statements.

Setting Student Exit Outcomes

- Student exit outcomes are developed by the district based on State and district missions for education, State and local outcomes for education, and the current and future intellectual, social, emotional, physical, and occupational needs of students. Student exit outcomes define the knowledge, skills, and behaviors that are to be the result of active student participation in a full range of integrated learning experiences. Following the development of student exit outcomes, districts define appropriate performance levels for all students, including students with exceptionalities.

Setting School Improvement Plan Outcomes

- Each school will use State Board of Education outcomes and school data related to them to determine priorities among possible improvement plan outcomes for the school.

- Each school may also use local district and school outcomes and related data to determine improvement plan outcomes for the school.

- Each school will determine priorities among possible improvement plan outcomes and then prioritize the outcomes according to local needs. Student performance in mathematics and reading, as they are addressed in Student Outcomes II and III, must be included in the improvement plan outcomes.

- Each school will provide broad-based district/school input regarding the specifics of the outcomes.

Writing the School Improvement Plan

- Each school will develop and submit to the local and State boards of education specific plans for achieving its improvement plan outcomes. The improvement plan will include:
  - statement of the improvement plan outcomes pursued and their relationship to State Board outcomes and local outcomes
  - strategies to achieve the improvement plan outcomes
  - person(s) responsible for implementing each action
  - timeline for achieving the improvement plan outcomes
  - ways to measure progress toward the improvement plan outcomes
  - staff development plans which address the improvement plan outcomes related to student exit outcomes
  - resources (time and money) needed, as well as those anticipated, for school improvement plan implementation and staff development

- Each school will solicit faculty, community, and school site council endorsement of the draft school improvement plan.

Implementing the School Improvement Plan

- Each school will ensure staff, parents, students, and community understand the language and terminology of school improvement in order to communicate effectively about shared values and the direction needed to be taken.

- Each district/school steering team will meet on a regular basis in order to provide leadership in initiating, managing, and facilitating the collaborative process of school improvement.

- Each district/school will ensure that sufficient time is allotted and managed for implementing the school improvement plan and for staff development/human resource development in order to assure success of school improvement efforts.

- Each district/school will thoroughly and methodically evaluate and document its work for future planning and accountability. If the school improvement plan is found to have inappropriate activities/strategies, the plan should be reviewed and revised.

Evaluating Progress

- Each school will evaluate its progress toward achieving the identified improvement plan outcomes. The evaluation should answer the following questions:
  - How do we know we are making progress toward implementing the targeted improvement plan outcomes and how effective are we in the process?
  - How do we know we have achieved our improvement plan outcomes and how effective were we in the process?

Reporting Progress

- Each school will submit an annual report to the State Board and its local board of education. The annual report will contain annually updated information regarding the required State indicator data.

- Each school will make public disclosure at least once a year to the local school board, parents, and the community on the progress of the accreditation process. The information contained in these reports should be made available in the primary languages of the community. The public should be given access to all accreditation reports at the local and State level upon request.

Monitoring Progress

- Each school will continually monitor its improvement process and progress toward achieving improvement plan outcomes.

- Each school will host State on-site visits of its improvement process at least twice during the four-year cycle in order to be accredited under the Quality Performance Accreditation process. The State on-site accreditation team will validate progress toward achieving State and any local outcomes and may recommend further review of data prior to development of the school's improvement plan and/or technical assistance.

- Each school will host the first on-site visit by the State Quality Performance Accreditation Team sometime prior to the end of the second year of its participation in the process, but prior to finalization of the school improvement plan. The purpose of this visit is to facilitate the school's self-review or progress report to be used by the school during the next stages.

- By no later than June 30 of the second year, the school improvement plan will be submitted to and reviewed by the Kansas State Board of Education staff.

- Each school will host the second on-site visit by the State Quality Performance Accreditation Team sometime during year four of the Quality Performance Accreditation cycle. The purpose of this visit will be to make a recommendation to the Kansas State Board of Education regarding the accreditation status of the school.

- At the end of the fourth year, each school will disclose to the public any accreditation deficiencies and how they will be corrected. The information contained in these reports shall be made available in the primary languages of the community. The public shall be given access to all accreditation reports at the local and State level upon request.

Strategic Directions for Kansas Education

The Kansas State Board of Education is charged with the general supervision of public education and other educational interests in the state. While clearly acknowledging the role and importance of local control, the State Board of Education has the responsibility to provide direction and leadership for the structuring of all state educational institutions under its jurisdiction.

The beginning place for determining the mission for the Kansas State Board of Education is the assumption that all Kansas citizens must be involved in their own learning and the learning of others. It is the combined effort of family, school, and community that makes possible the development of a high quality of life. It is the parent who is the first "teacher" of children. As we grow older, we learn that the school, the workplace, and the community support our lifelong learning and our training and retraining. The Board recognizes the responsibility it holds for Kansas educational systems and promoting quality education programs. The mission for Kansas education is:

To prepare each person with the living, learning, and working skills and values necessary for caring, productive, and fulfilling participation in our evolving, global society.

We believe that the strategic directions for the structuring of Kansas education must be organized to:

- create learning communities
- develop and extend resources for parenting programs and early childhood education
- expand learner-outcome curriculum and learner-focused instruction
- provide inclusive learning environments
- strengthen involvement of business and industry in education
- provide quality staff and organizational development.

Kansas State Board of Education
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Board Members

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Lee Droegemueller
Commissioner of Education

An Equal Employment/Educational Opportunity Agency

The Kansas State Board of Education does not discriminate on the basis of sex, race, color, national origin, handicap, or age in admission or access to, or treatment or employment in, its programs or activities. Any questions regarding the Board's compliance with Title VI, Title IX, or Section 504 may be directed to the Title IX Coordinator, who can be reached at (913) 296-2424, 120 S.E. 10th Avenue, Topeka, Kansas 66612-1182, or to the Assistant Secretary for Civil Rights, U. S. Department of Education.

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